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ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Social studies; civilization of Latin America and Africa. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into three subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column of the subunits is related to a topic in the first column. A separate section lists eight supplementary activities. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column of the subunits is related to one or more activities. In addition 13 appendixes contain curriculum materials--maps, charts, and articles. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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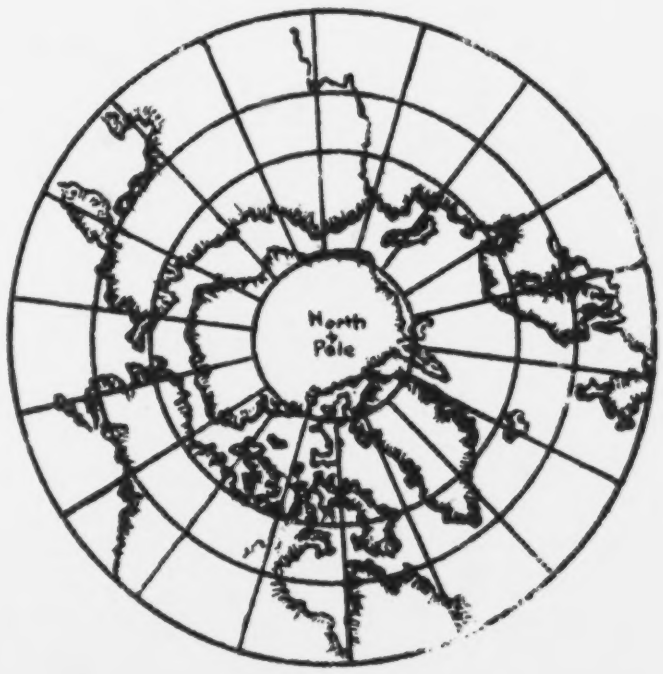
ETHNIC BACKGROUNDS AND CULTURAL FACTORS RESOURCE UNIT II.
GRADE 6



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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RESOURCE UNIT II
ETHNIC BACKGROUNDS AND CULTURAL FACTORS

SUGGESTED TIME: 7 - 8 WEEKS.

II. MAJOR UNDERSTANDINGS

1. An understanding of the wide variety of ethnic and cultural backgrounds in Latin America and Africa should be developed.

2. An awareness should be created of the influence of colonization on the development of Latin America and Africa.

II. AIMS

The specific aims of this unit are to develop an understanding of the following:

1. The location and identity of the early civilizations which existed in Latin America and Africa.

2. The influence that these civilizations had on these two areas.

3. The location of those countries which were colonial powers in Latin America and Africa.

4. The reasons why Latin America and Africa were colonized by these countries.

5. The influences of colonization upon the development of Latin America and Africa.

6. The nature and variety of ethnic groups in Latin America and Africa.

7. The interrelationships which exist among the peoples within these two areas.

VOCABULARY

agave

Pedro de Alvarado

architecture

Aztec

Vasco Nunez de Balboa

Richard Burton

Bushman

Pedro Cabral

Chichen Itza

civilization

Hernando Cortez

Bartolomeu Diaz

El Dorado

ethnic

expedition

Vasco de Gama

Ghana

Gil Gonzalez

Hamites

Hottentots

Inca

David Livingston

llamas

maize

maguey

Mali

Maya

Mestizos

navigable

observatory

Francisco de Orellana

Mungo Park

peasants

Francisco Pizarro

plaza

plumes

pulque

primitive

pyramid

Quetzalcoatl

rumor

Semites

slash and burn

Juan de Solis

John Speke

Henry Stanley

technology

Tenochtitlan

tortillas

Pedro de Valdivia

Yucatan Peninsula

DEVELOPMENT OF UNIT

A. EARLY HISTORY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
In what parts of Latin America and Africa were the early civilizations located?	The early civilizations of Latin America were those of the Maya, Aztec, and Inca Indians. Some of the early civilizations of Africa were those of Egypt, Ghana-Mali and the Romanized area in the North.	Large wall map of the world.
	Have the children locate the area where these civilizations existed on the world map. Use individual outline maps of the world as a follow-up activity.	Individual outline maps of the world. Globe
At what time in history did these civilizations exist?	Have a small group do research to find out when these civilizations existed and then construct a time line indicating the historical sequence of these civilizations. The class might like to make individual copies for their own notebooks.	Encyclopedias and other reference books.

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How can these civilizations be compared? Degree of development: Religion Leaders Government Technology Occupations Housing Architecture Art Forms Contributions to present day society.	Divide the class into groups and assign each one an early civilization. Have them do research into various phases of these civilizations. Before work commences, it might be wise to set up standards for good group work. With slower groups, perhaps one civilization might be studied in its entirety by the class together before dividing into groups. Filmstrips indicated under materials might be used to arouse interest in this problem. After research, have the committees report their findings to the class. After each committee report, allow time for class discussion. As a culminating activity a large chart could be made which would show a comparison of these civilizations See Appendix for suggestion. Correlation Model animals-llamas-alpacas Make Indian masks Model Indian Gods Make headdresses — Be sure these are authentic. Make paintings and drawings to show the life of these early peoples. Class music books may contain songs appropriate to the unit. Give book reports from library books about these early civilizations.	FILMSTRIPS Ancient Egypt SS-M-6-a SS-A-25 Life Along the Nile SS-S-29-a Rise of Egyptian Civilization SS-R-19-c Title II Egypt SS-E-10-d Pre-Aztec SS-E-10-e Mayas SS-E-10-f Available for loan from R. I. School of Design 2 Exhibits - Egypt 12(22x28") panels-Customs Photos-Architecture Egyptian, Roman 2x7" slides Egypt Paintings sculpture architecture. Burdett: Learning About Latin America pp. 23-33 Scott, Foresman: In the Americas. pp. 24-33 Fideler: South America pp. 34-39 Benefic: How People Live in Africa pp. 40-41 Benefic: How People Live in Central America. pp. 17-19 Ginn: Understanding Latin America. pp. 24-35 Fideler: Africa pp. 42-43 Laidlaw: Understanding Egypt. pp. 5-7; 38-50

Development of Unit (cont'd.)

B. COLONIAL DEVELOPMENT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What factors contributed to the exploration and colonization of Latin American and Africa?		Fideler: Caribbean Lands. pp. 49-54 Holt, Rinehart & Winston: In Latin America. pp. 54-55; 78; 185-188 Project Booklet Ghana Mali Art Materials FILMSTRIPS Spanish Colonization SS-S-28-a Large world map or maps of Latin America and Africa. Encyclopedias Fideler: Caribbean Lands pp. 56-70 Fideler: South America.pp. 34-46 Benefic: How People Live in Central America. pp. 20-22 Benefic: How People Live in Africa. pp. 42-46 Ginn: Latin America, Africa, Australia pp. 4-5,169-171; 246-248 Fideler: Africa pp. 8-9; 13 Burdett: Learning About Latin America pp. 67-68 For Teacher Van Nostrand: World Geography And You See Colonialism Africa.
A. What was the importance of the colonies? a. Where were the settlements? b. By whom were they settled? c. Why were they settled?	Locate these settlements and relate them to the mother countries. Make a time line to indicate the dates of the colonial settlements in Africa and Latin America. Divide the class into groups. Assign each a colony. Have them read to answer the questions and report their findings to the class. Latin American Colonies Portuguese Spanish French English Africa Portuguese French English Dutch Turkish Belgian Spanish German	

Development of Unit (cont'd.)

QUESTION	SUGGESTED ACTIVITIES	MATERIALS
B. Who were the leaders in the exploration and colonization of Latin America and Africa?	Assign individual reports. Below is a list from which assignments might be made. Latin America Christopher Columbus Francisco Pizarro Francisco de Orellana Pedro de Valdivia Juan de Solis Pedro Cabral Vasco Nunes de Balboa Hernando Cortez Pedro de Alvarado Gil Gonzalez Africa Prince Henry the navigator Vasco da Gama Bartolomeu Diaz David Livingstone Henry Stanley Mungo Park John Speke Richard Burton Enlarged maps could be made to show the routes taken by the explorers. Individual maps of these routes can be made for class notebooks.	Encyclopedias Biographies Fideler: South America. pp. 39-46 Fideler: Caribbean Lands. pp. 63-64 Benefic: How People Live in Central America. pp. 20-21 Benefic: How People Live in Africa. pp. 46-54 Holt, Rinehart & Winston: Latin America. pp. 55; 84-86; 138-139; 187-189; 195; 254-255 Individual Outline Maps. See How People Live in Africa Fideler: Africa pp. 47; 50 Fideler: South America. pp. 41; 44
C. What difficulties were encountered in the colonization of these areas?	Have the class read the texts and share the information. The teacher might then list the difficulties on the board and have the class make a copy for its notebook.	Ginn: Africa (paper) pp. 8, 9, 10, 12-13 Fideler: South America. p. 43 Fideler: Caribbean Lands. p. 64 Benefic: How People Live in Africa. p. 43 Scholastic Books: (paper) Emerging Africa p. 8

Development of Unit (cont'd.)

	QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
D.	What caused these groups to settle in particular areas?	Have the children read to find out why most of the first settlements were along the coast? Interior travel dangerous: insects disease unnavigable rivers unfriendly natives What trade possiblities attracted them?	Fideler: Africa pp. 48-49 Fideler: Caribbean Lands. pp. 67-68 Benefic: How People Live in Africa. pp. 42-43, 52-53 Ginn: Africa (paper) pp. 8-9 Ginn: Latin America, Africa, Australia. pp. 4-5 Fideler: South America. pp. 44-45 Scholastic Books: Africa. p. 8 Teacher Reference Van Nostrand: World Geography and You. p. 440
	What influence did exploration and colonization have upon these two areas during the colonial period?	Divide the class into groups and let each group investigate the following areas: Transportation What animals and vehicles were introduced? What improvements were made in ways of travel? Communication What were the old ways of sending messages? What changes came with colonization? Agriculture New crops New tools New methods of farming New labor practices New domestic animals Mining Education Industrialization Government	Fideler: Mexico pp. 70-76, 138 Fideler: South America. Chapter 6, 8, & 9 Fideler: Africa Chapter 7, 9, 10 & 12 Benefic: How People Live in Central America. pp. 35, 37 Silver Burdett: Learning About Latin America. pp. 44-45 Ginn: Today's World in Focus-Africa (paper) pp. 22-28 Ginn: Africa (paper) pp. 4-5 Macmillan: Living As American Neighbors FILMSTRIPS Airplanes, Llamas, Riverboats. SS-L-17-a

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Charts might be made to show the following: New crops Europeans discovered in their colonies. Crops introduced to Africa by Europeans. Crops introduced to Latin America by colonists. Changes in ways of travel.	See Appendix for list of crops and origins.
	C. PEOPLES	
What ethnic and racial groups populate Latin America and Africa today? A. What are the origins of these groups?	State that both Latin America and Africa have a great diversity of people. Classification is difficult because of the intermingling of the racial and ethnic groups. Have the class read their texts to find who these people are and to identify their location in Africa and Latin America. Find out who are the indigenous people of Africa and Latin America, the people of European descent, and the people who came from Asia. Select examples of some of the different ethnic and racial groups. Have individuals or groups prepare reports about their life and customs. Some interesting examples might be: Africa Berbers, Bantu, Bushman, Hottentot, Masai, Pygmies, Boers, East Indians	FILMSTRIPS Bantu Peoples SS-B-5 South African Races SS-R-1 People of Guatemala SS-M-10-d Mexican People SS-M-13-c Mexican People SS-M-9-c People of Paraguay SS-S-10-c People of Bolivia SS-S-9-c Benefic: How People Live in Africa. pp. 26-39 Benefic: How People Live in Central America. p. 45 Fideler: Africa pp. 61-90 Fideler: South America. pp. 57-72 Ginn: Understanding Latin America. pp. 26-27 Fideler: Caribbean Lands pp. 85-88 Ginn: Latin America, Africa, Australia. See People

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Latin America Indigenous Indian Groups, East Indians (Guyana), Mestizos, Portuguese, Spanish, etc.	Fideler: Mexico. p. 3 Scholastic Books: Africa. p. 29
B. In what areas have these groups concentrated?	Make a large map of Africa to identify the location of the various groups. Do the same for Latin America.	Large wall maps of Latin America and Africa.
	Perform a similar activity on individual maps.	Individual project map. Rand McNally Classroom Atlas. pp. 20-21 Fideler: Africa. Chapter 6 Benefic: How People live in Africa. Fideler: South America, See People Ginn: Latin America, Africa, Australia, See People Macmillan: Living in the Americas pp. 11-12 Ginn: Africa (paper) pp. 8-10
What contributions have these people made to the rest of the world?	Form groups to investigate the following categories: architecture, creative art, economic activities, literature, music, recreation, and social customs. Let the children give oral reports so that they may share their findings with the class.	Encyclopedias Fideler: South America. Chapter 4, 12, & 14 Benefic: How People Live in Central America pp. 60-61, 65 Fideler: Africa. pp. 114-115 Benefic: How People Live in Africa. p. 76 Scholastic Books: Latin America. pp. 30-33 Emerging Africa. pp. 43-44

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What interaction has existed among these people?	Have class read and discuss how much interaction has taken place among the peoples within Latin America, and within Africa, in religion, government, economics, language, customs, education, creative activities and ways of living.	Benefic: You and the America. pp. 52-53 Fideler: Mexico pp. 42-43; 118-119; 122-129; 138; 141 Fideler: Caribbean Lands. Pp. 88-89 Fideler: South America. pp. 60-61 Burdett: Learning About Latin America pp. 45-46 Scholastic Books: Latin America. pp. 29-30 Scholastic Books: Africa pp. 34-36 Scott Foresman: Area Studies in Economic Progress Sub-Saharan Africa, p. 14

RELATED ACTIVITIES

These activities may supplement the preceding list of suggested activities at any time during the study of the unit:

1. Have the children make and keep notebooks, scrapbooks, and atlases centering around the two areas.

2. Have the children give book reports on related materials.

3. Invite a speaker who is a native of either Latin America or Africa to give a talk to the class.

4. Play records and teach dances that are representative of these two areas whenever possible.

5. Have the children write creative stories identifying themselves with a particular person, group, or period of time connected with these two areas.

6. Arrange trips to places that would benefit your study, especially to the Rhode Island School of Design Museum.

7. Write and act out a play about Indians and Spanish explorers.

8. Keep a dictionary of new words and social studies terms.

EVALUATION

1. Can the pupils identify and locate the early civilizations in Latin America and Africa?

2. Are they familiar with the periods in history during which these civilizations existed?

3. Can all aspects of these civilizations be discussed on a comparative basis?

4. Can the importance of the early colonies in terms of "where", "when", "by whom", and "why" be developed through critical thinking?

5. Is there an acquaintance with the leaders responsible for the exploration and colonization of Latin America and Africa?

6. Can the difficulties encountered in the colonization of these two areas be recognized?

7. Is there a realization of the influence that exploration and colonization has had on these two areas?

8. Can an identification be made of the ethnic and racial groups that populate Latin America and Africa today and their origins?

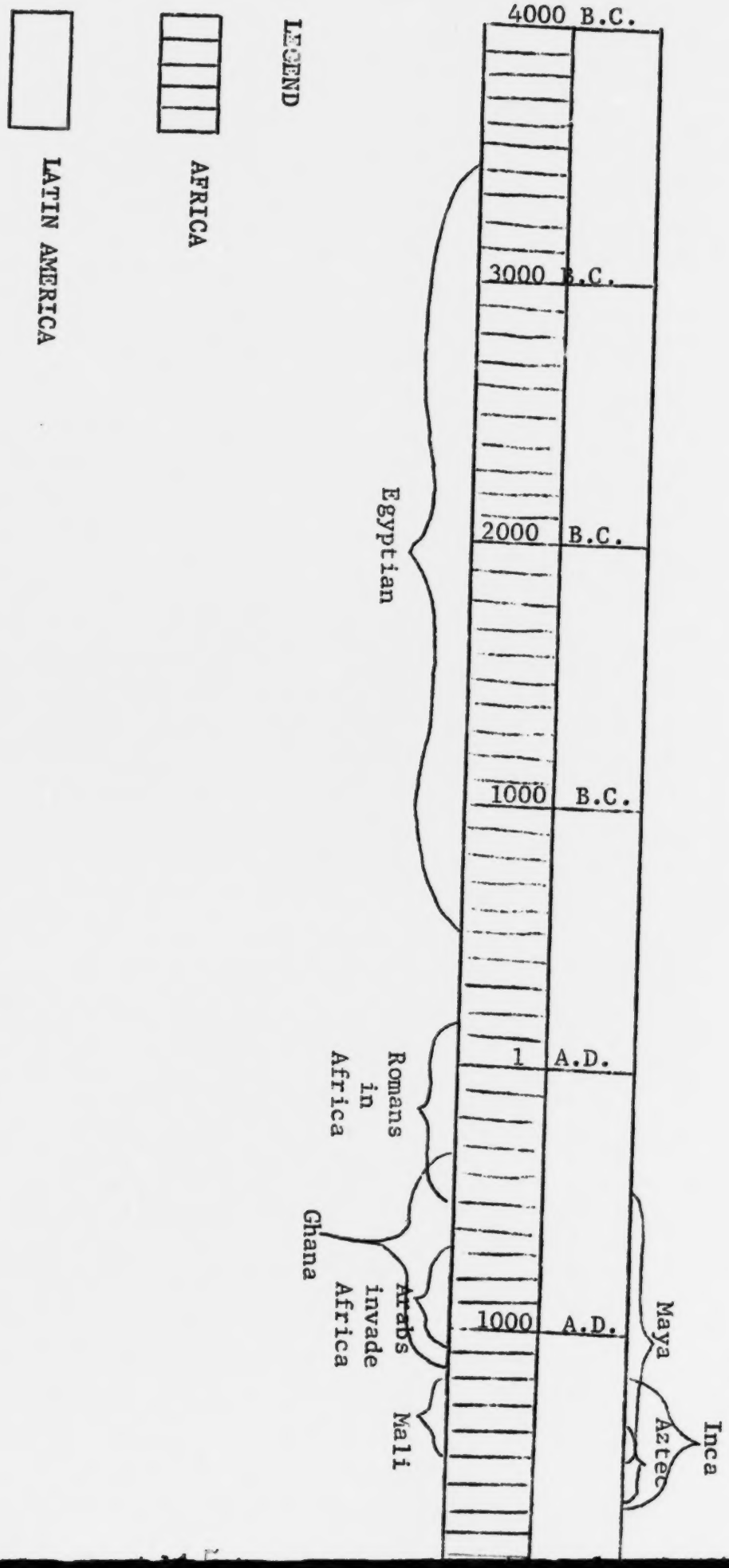
9. Can the pupils locate the areas where these groups concentrated?

10. Is there an understanding of the reasons that these groups settled in particular areas?

11. Is there an appreciation of the contributions these peoples have made to the rest of the world?

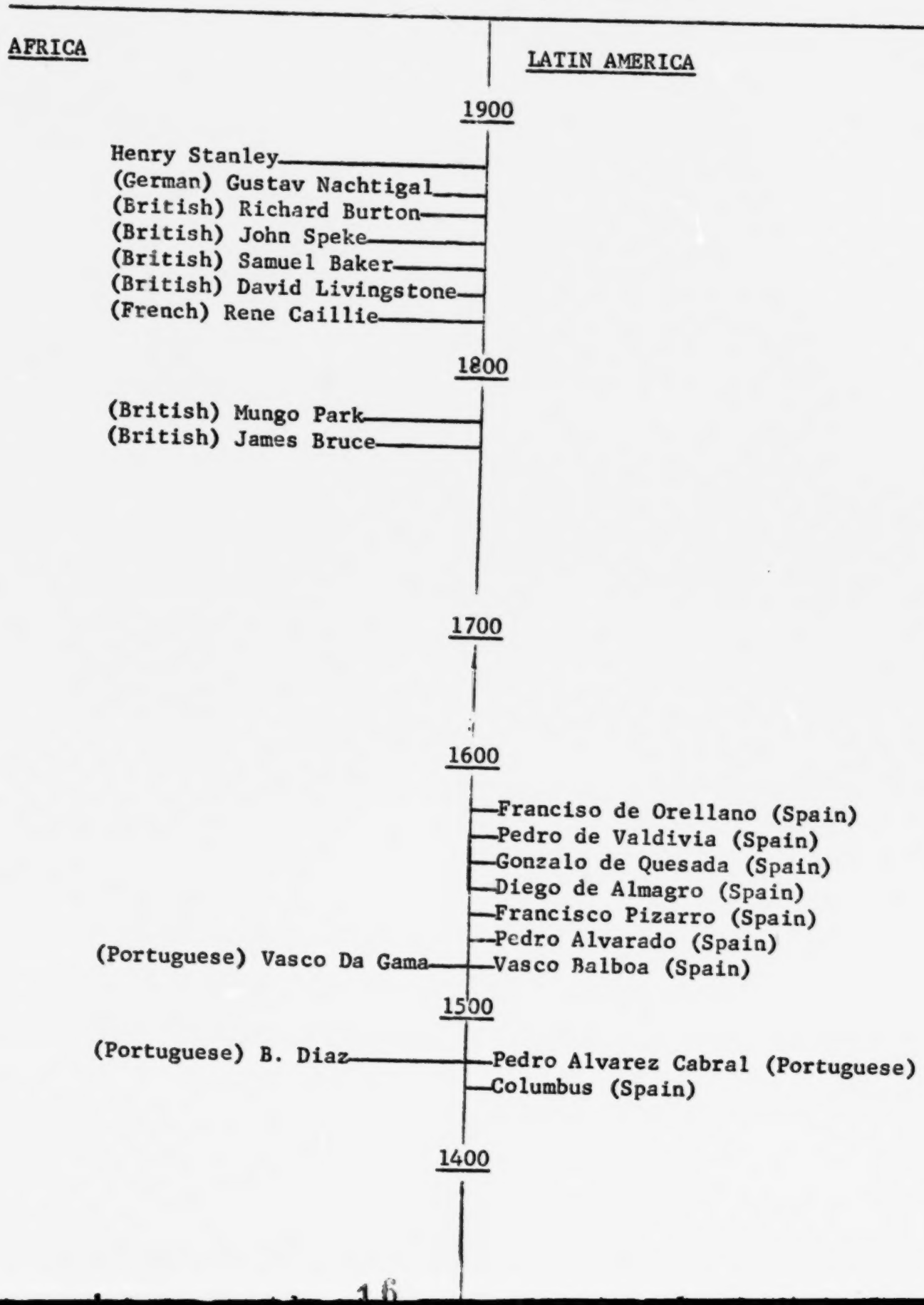
12. Is there an awareness of the extent to which these peoples interact and what the effects are?

TIME LINE OF EARLY CIVILIZATIONS



B.

TIME LINE
COLONIAL EXPLORERS

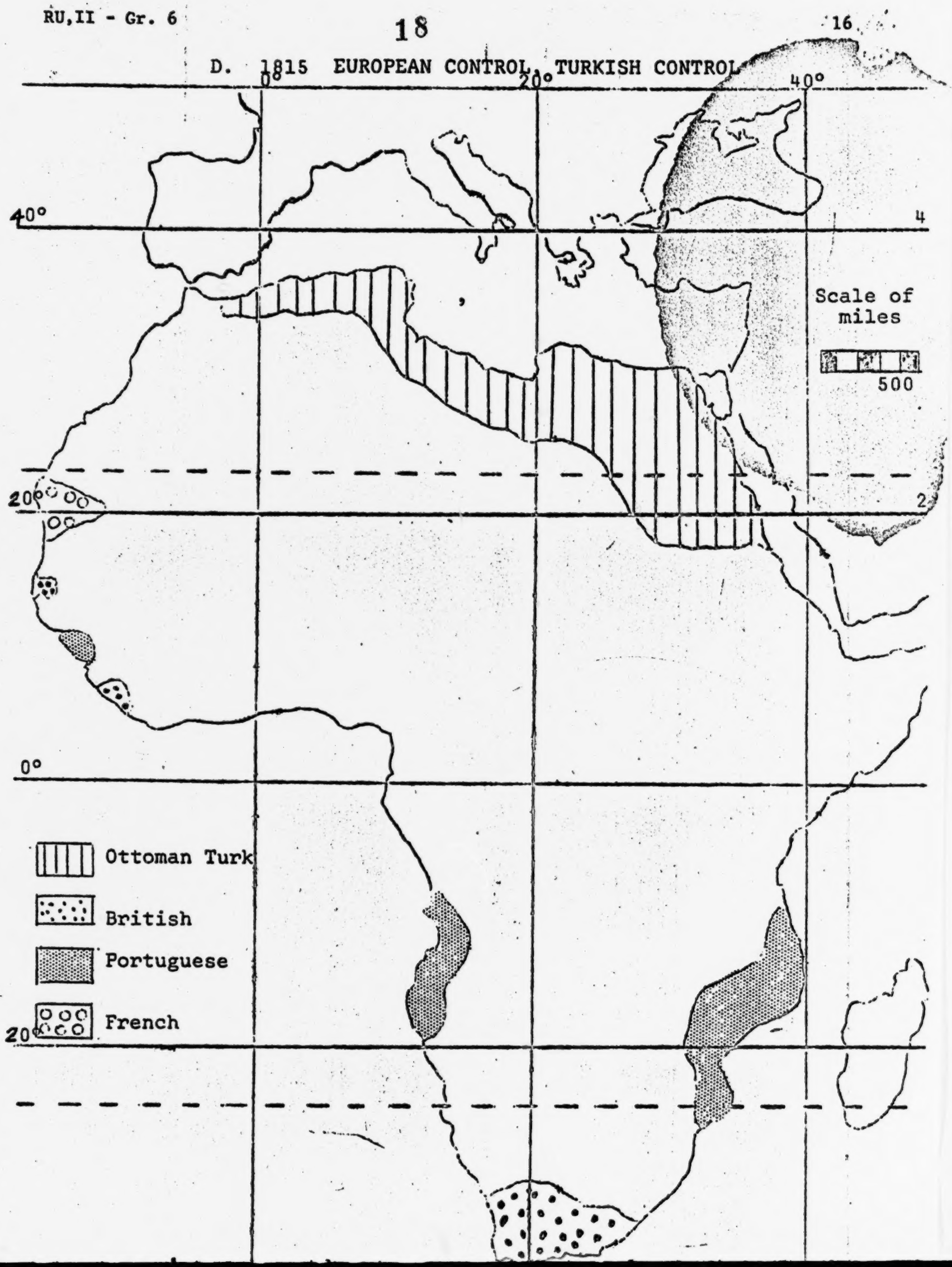


C. Chart

COMPARISON OF EARLY CIVILIZATIONS OF LATIN AMERICA AND AFRICA

	MAYA	AZTEC	INCA	EGYPTIAN	ROMAN	GHANA
RELIGION	Many Gods					
LEADERS	Priests					
GOVERNMENT	Powerful Priests					
TECHNOLOGY	Skillful Builders. Developed calendar, system of mathematics, and writing.					
OCCUPATIONS	Farmers Builders Traders Warriors Weavers-Pottery					
HOUSING	Huts					
ARCHITECTURE	Palaces Pyramids Observatories					
ART FORMS	Pottery Sculpture Feather Headdresses Jewelry					
CONTRIBUTIONS TO PRESENT DAY SOCIETY	Design Calendar Mathematics Pottery Architecture					

D. 1815 EUROPEAN CONTROL, TURKISH CONTROL



E.

MAJOR TROPICAL AFRICAN FOOD PLANTS BY TYPE AND ORIGIN

	Africa (South of Sahara)	South East Asia	America
Cereals	Millets & Sorghums African rice	Rice	Maize
Legumes	Cow pea Earth pea		Haricot bean Lima bean
Tubers & Roots	Guinea yam	Taro Yam	Cassava Ground nut Sweet potato
Fruits & Tree Crops	Oil Palm Gourd Watermelon Tamarind	Plantain Banana Coconut Mango	Pineapple Pumpkin Squash Tomato Avocado Papaya
Condiments	Kola	Ginger	Cocoa
	Coffee (Ethiopia)	Indian hemp	Red pepper
Indulgents		Sugar cane Pepper Clove	Tobacco

Crops which are dominant in the subsistence economy of particular areas are underlined.

Source: Murdock, Africa: Its Peoples and Their Culture History.

F.
Chart

NEW CROPS DISCOVERED IN LATIN AMERICA BY EXPLORERS

MAIZE	STRING BEAN	LIMA BEAN
CASSAVA	GROUND NUT	SWEET POTATO
PINEAPPLE	PUMPKIN	SQUASH
TOMATO	AVOCADO	PAPAYA
COCOA	RED PEPPER	TOBACCO

G.
Chart

CROPS INTRODUCED TO AFRICA FROM LATIN AMERICA

SWEET POTATOES	AVOCADO	PINEAPPLE
CORN	SQUASH	TOBACCO
CHILI PEPPERS	TOMATOES	CASSAVA

I. FOLLOWING THE NIGER RIVER - Exploration of Mungo Park 1795
Taken from: Rand McNally: History of World Peoples

Mungo Park was a Scotsman who had worked as a doctor for the English East India Company. He planned to land on the west coast of Africa and to follow the Gambia River east until he found the Niger. The source of the Gambia, a river south of the Senegal, lies near that of the Niger.

At a small village on the lower Gambia River, Mungo Park got ready for the trip. He took clothes, of course, and a horse, two mules, a compass, a thermometer, guns, beads, and an umbrella. The beads were presents for tribal chiefs or kings he would meet. As for the umbrella--he certainly needed that, for the rain was pouring down. Several Negroes were going with him. All of them were Moslems, for the Arabs had brought their religion into Africa long before.

Setting out up the Gambia River, Mungo Park and his men passed through settlements, where Park called on the chiefs. In one place he had to give up a blue coat he was wearing, for its gold buttons looked better than beads to one chief. Park hadn't counted on that!

After leaving the Gambia River, Park and the others reached the beginning of the Senegal River. Park thought he was drawing close to the Niger River, and he was. It was still very hot, but dry. Winds from the Sahara Desert blew on the men. They could not bear to touch the sand with their bare feet. Grass looked withered. And Park found a camp where some Arabs and their chief, Ali, were stopping.

Ali studied Park's thermometer, and his compass, too. People came to look at Park, especially at the buttons on his jacket. From morning to night he buttoned and unbuttoned, just to show how it was done. Park studied the Arabs, too. He saw that they were good horsemen and took good care of their horses. At night the Arabs gave the horses all the sweet milk they could drink. Ali himself rode a white horse with its tail dyed red.

Ali kept Park prisoner in his camp for three months. At last Park took a horse and ran off, taking his compass but leaving behind his companions and supplies. He headed west.

At villages along the way, Negroes were kind to him. They fed him, and some of them offered to guide him to the river which was near at hand. The ground was marshy. Suddenly one of the men called out, "See the water!" and there was the Niger River, flowing slowly eastward, not connected with the Senegal River at all, and far, far away from the waters of the Nile.

Then Mungo Park wanted to go on. He wanted to see what the Niger River did and where it went. He did follow it for a time. The people living there did not know where it went. They thought it odd that he should

FOLLOWING THE NIGER RIVER (cont'd.)

come so far to see a river. "Don't you have any rivers at home?" they asked. "Aren't rivers all alike?"

But with only one horse, no supplies, and no money, Park could not go on. He had to turn back and make his way to the Gambia River, and from there he sailed for England, where he wrote a book telling what he had seen. But he was not at all satisfied, and neither were the English. The English government sent him on a second trip to the Niger, and this time he reached the Niger and continued to travel. Before he had gone far, ten of his companions had died of disease. In spite of this discouragement, he declared he would go on. He reached the bend in the river and traveled south. After that nobody knows just what happened to Mungo Park. Some people believe that he was drowned in rapids when the boat he was in overturned. He had reached the part of the Niger River now in the modern country of Nigeria.

Mungo Park never saw the mouth of the Niger, but later other Englishmen did. They traced the river south, from the rapids down to the Gulf of Guinea. One large part of Africa had been explored.[1]

[1]Cordier, R. W. and E. B. Robert History of the World Peoples, Rand McNally and Company, N. Y., 1961. pp. 144-145

J. THE LAND OF THE LAKES - Exploration of Richard Burton and John Speke 1858

Another place in Africa that European people became curious about was the central part. They had heard that there were large lakes there--lakes no Europeans had ever seen. Two Englishmen, Richard Burton and John Speke, were sent to Africa to find out if the story was true.

If you find the little island of Zanzibar on the map, you will see the place where Burton and Speke entered Africa, for they landed on the shore opposite the island. Riding on mules, they traveled directly west. They had to fight their way through reeds, rushes, and then jungles. Burton became ill with fever, and Speke's eyes grew so sore and red that he could hardly see.

After going west for miles and miles, the men came to a hill. From the top of it they looked down on their first discovery--Lake Tanganyika. Its light blue water sparkled in the sunshine, and around it was yellow sand. Burton looked the lake over carefully, but Speke's eyes were so swollen that all he could see was mist and glare.

Later the two men separated. Speke's eyes grew better, and in 1858, with a few companions, he turned north on an expedition of his own. He had traveled for almost a month when he came to a creek. It grew wider and wider, and then it opened out into a lake which stretched out before him as for as eyes could see. Speke did not know it, but he had found the largest lake in Africa. In all the world there is only one lake larger, and that is Lake Superior. What could he name this new lake? In trying to think of a name for it, Speke thought of the Queen of England. Her name was Victoria, and he called the lake "Lake Victoria."

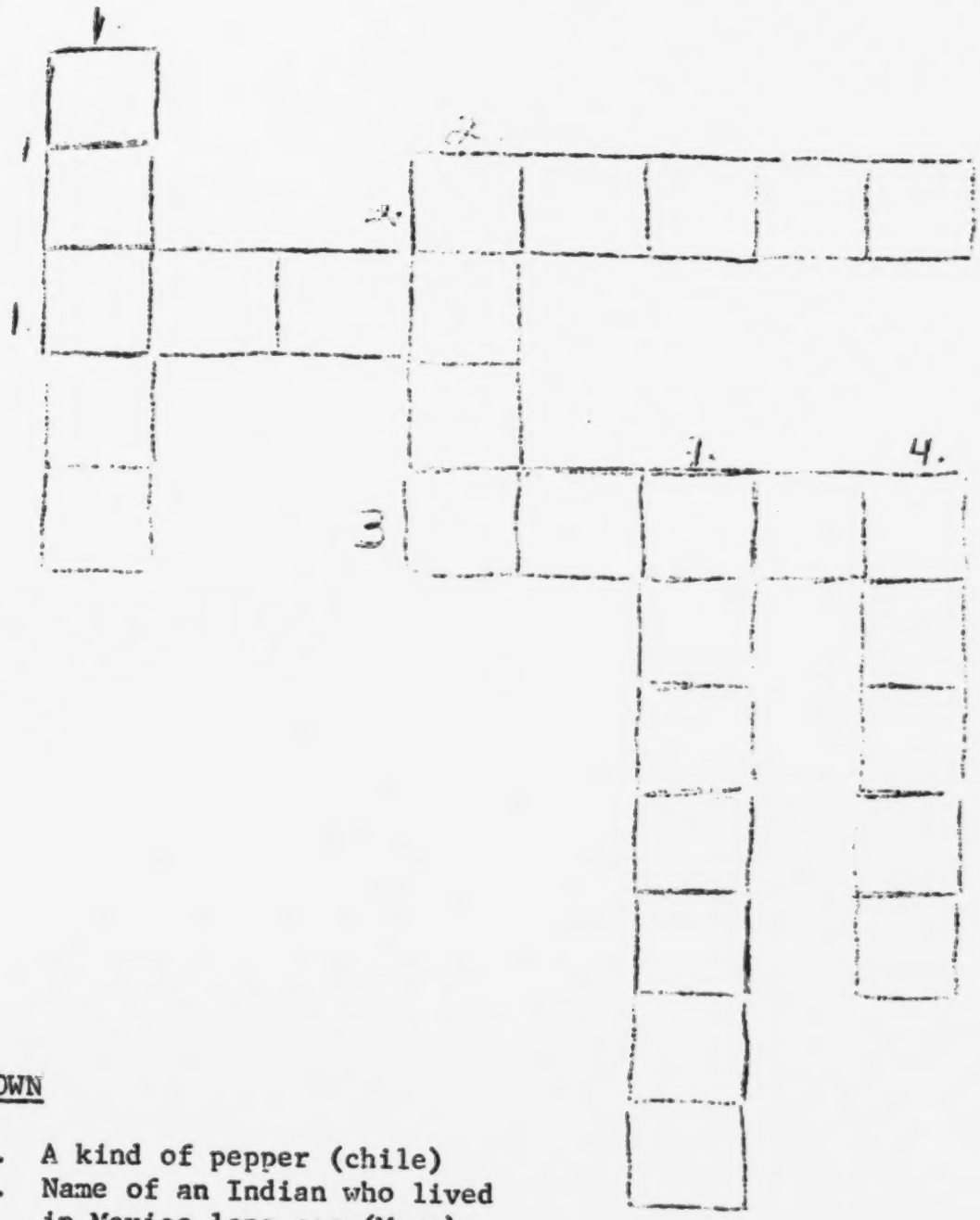
Speke knew that he was south of Egypt, where the river Nile flows into the Mediterranean Sea. Nobody had ever found out where the Nile River began. Speke had an idea that it started at the north end of Lake Victoria. On a later trip he set out to prove it.

Traveling along the west shore of the lake, first north and then northeast, he reached the place he expected to find. A river was coming out of Lake Victoria. The river flowed north to a smaller lake, then west to another, then north to the sea. It was the Nile River.

Later Speke followed the Nile all the way north to the place where it flowed into the Mediterranean Sea.

Cordier, R. W. and E. B. Robert History of the World Peoples, Rand McNally and Company, N. Y., 1961 pp. 145-146

J.
PUZZLE



DOWN

1. A kind of pepper (chile)
2. Name of an Indian who lived in Mexico long ago (Maya)
3. A leaf smoked by Indians (tobacco)
4. A drink used by Indians in Mexico long ago (cocoa)

ACROSS

1. Name of an Indian who lived in South America long ago (Inca)
2. Indian name for corn (maize)
3. Name of an Indian who lived in Mexico long ago (Aztec)

L.

Original Play - CORTEZ CONQUERS MEXICO

Scene 1 Coast of Mexico

Cortez: Now that we have landed safely, I have decided to burn our ships.

1st Officer: We shall be stranded here!

2nd Officer: If we suffer defeat, we cannot go home.

Cortez: Think not of defeat, my men. Think of the gold and the riches. We will name this land in honor of the King of Spain. We'll plant the cross on every hilltop. We must try to defeat the Indians or we shall go to our deaths. I now order you to burn the ships!

Men: We shall do it promptly, my general.

Scene 2 On the March to the capital.

Cortez speaks to a chief: We are on our way to conquer the Aztecs. Will you and your men join us?

Chief: No. No, we are afraid of the Aztecs.

Cortez: You will join us or we shall destroy your village.

Chief: Do not do that. We promise to help you in your fight.

Cortez at next village: We have marched a long way and we are tired and hungry. May we rest here for the night? Will you feed us?

Chief: We have learned that you were coming. We have few supplies but we will share them with you because we are enemies of the Aztecs, too. Our boldest warriors will accompany you.

Cortez: Thank you. We need every man that you can spare.

Scene 3 Aztec Capital

Montezuma: Welcome. You must be very tired after your long journey. You will be our guests.

Montezuma to servant: Bring fruit and chocolate.

Cortez: We appreciate your hospitality. Your city is one of the most beautiful and colorful that I have ever seen. We have not seen such a magnificent palace.

CORTEZ CONQUERS MEXICO (cont'd.)

Montezuma: Let my servants show you around my city.

Cortez: I shall be delighted to see your temples and riches.

Scene 4 After the Capture of the Capital

Cortez: It was a very rough battle. I wonder what happened to all the gold?

Officer: The Indians may have buried it. Perhaps we shall never find it.

2nd Officer: Perhaps we made a mistake when we attacked during a religious festival. We aroused their anger. This made them fight fiercely. We were lucky that we weren't slaughtered.

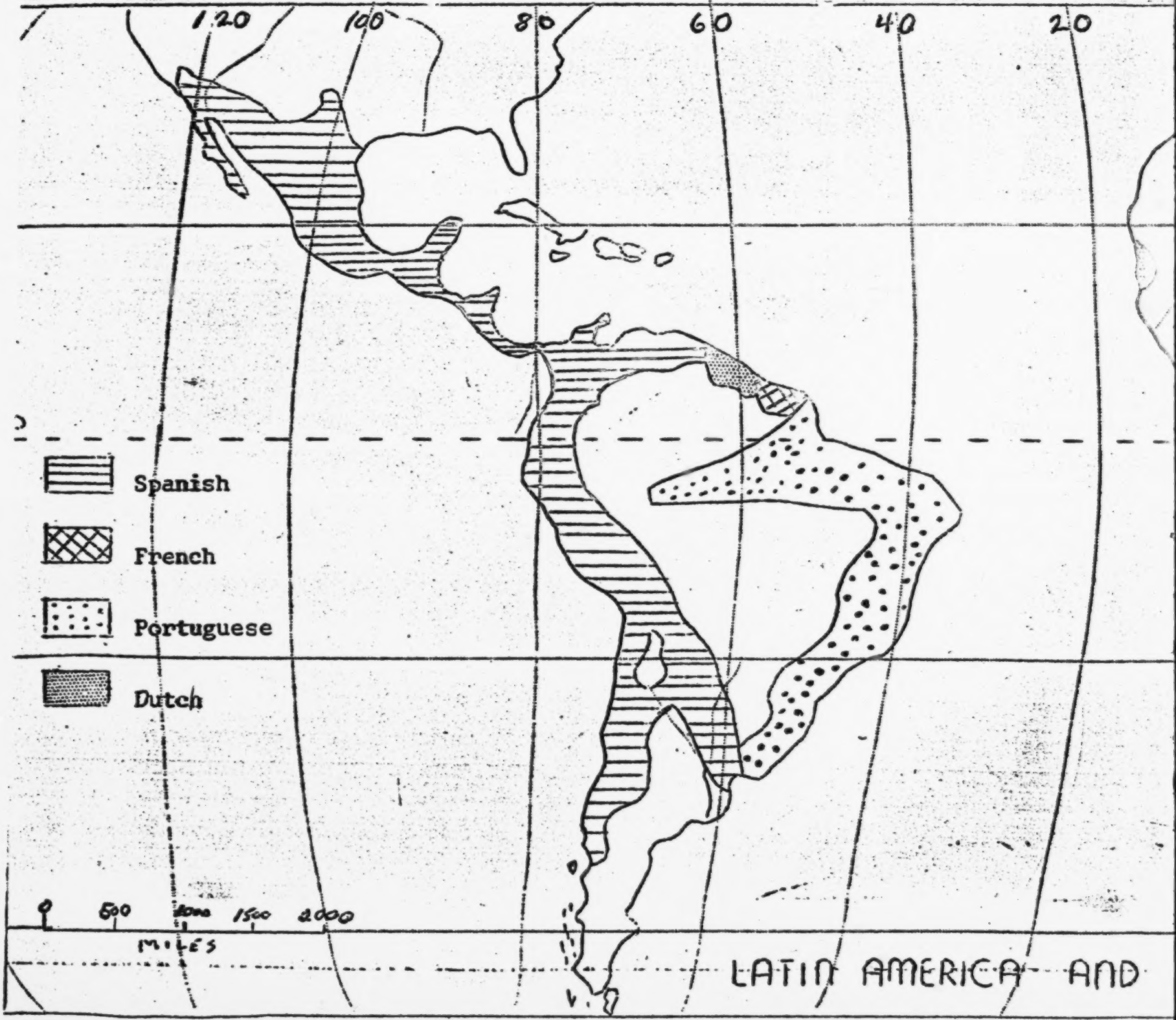
Cortez: It's a good thing that the other tribes hated the Aztecs. Without their assistance we would not have won.

1st Officer: We were lucky to capture the new emperor as he was trying to escape. Because he surrendered it made the victory that much easier.

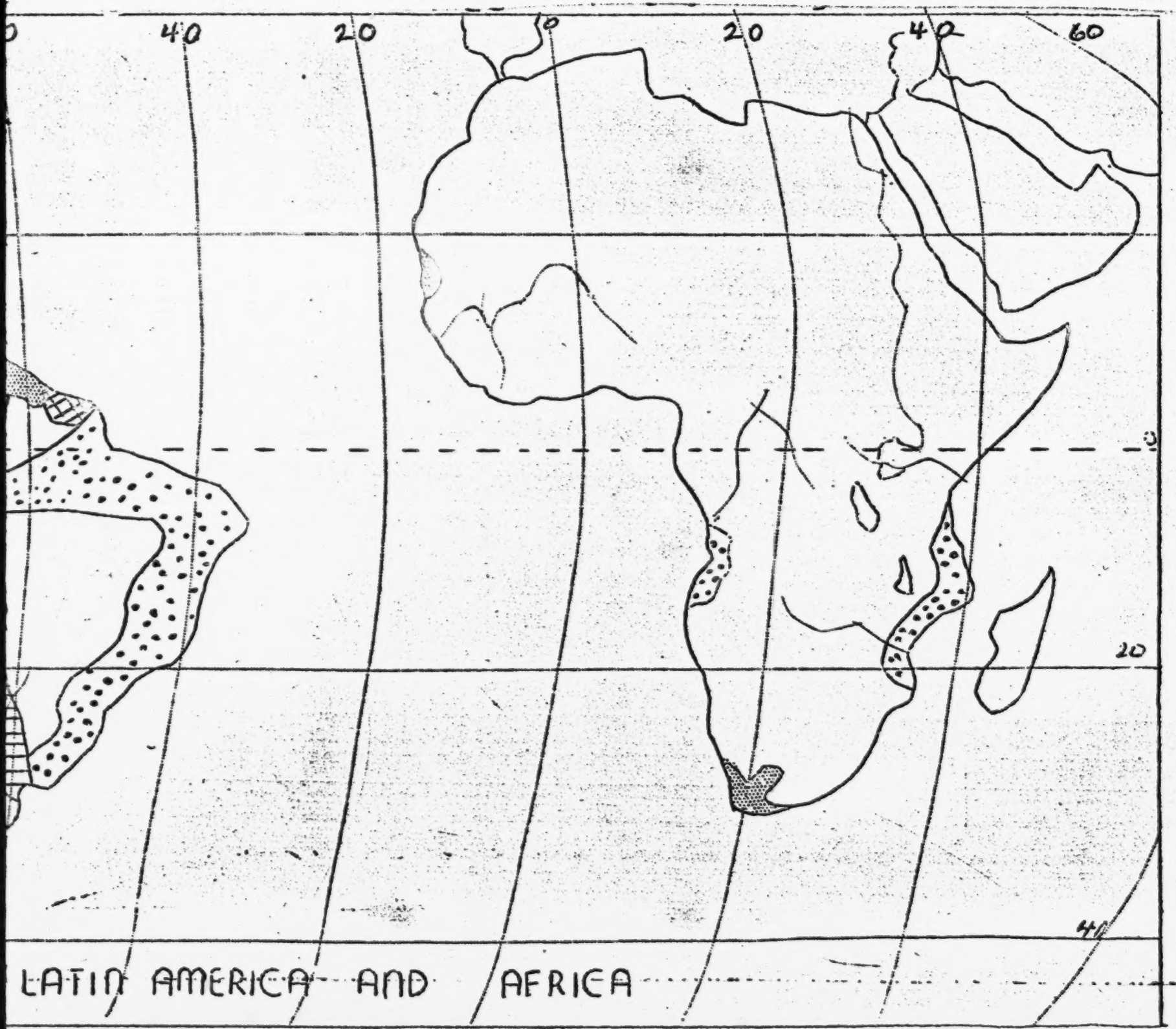
Cortez: Now that we have been successful, we must work hard to make this land a "New Spain."

RU,II - Gr. 6

L. MAP OF EUROPEAN OVERSEAS EMPIRES - 1700-1750



Source: Graphic Guide to World History, pp. 136-137. Holt, Rinehart & Winston



LATIN AMERICA AND AFRICA

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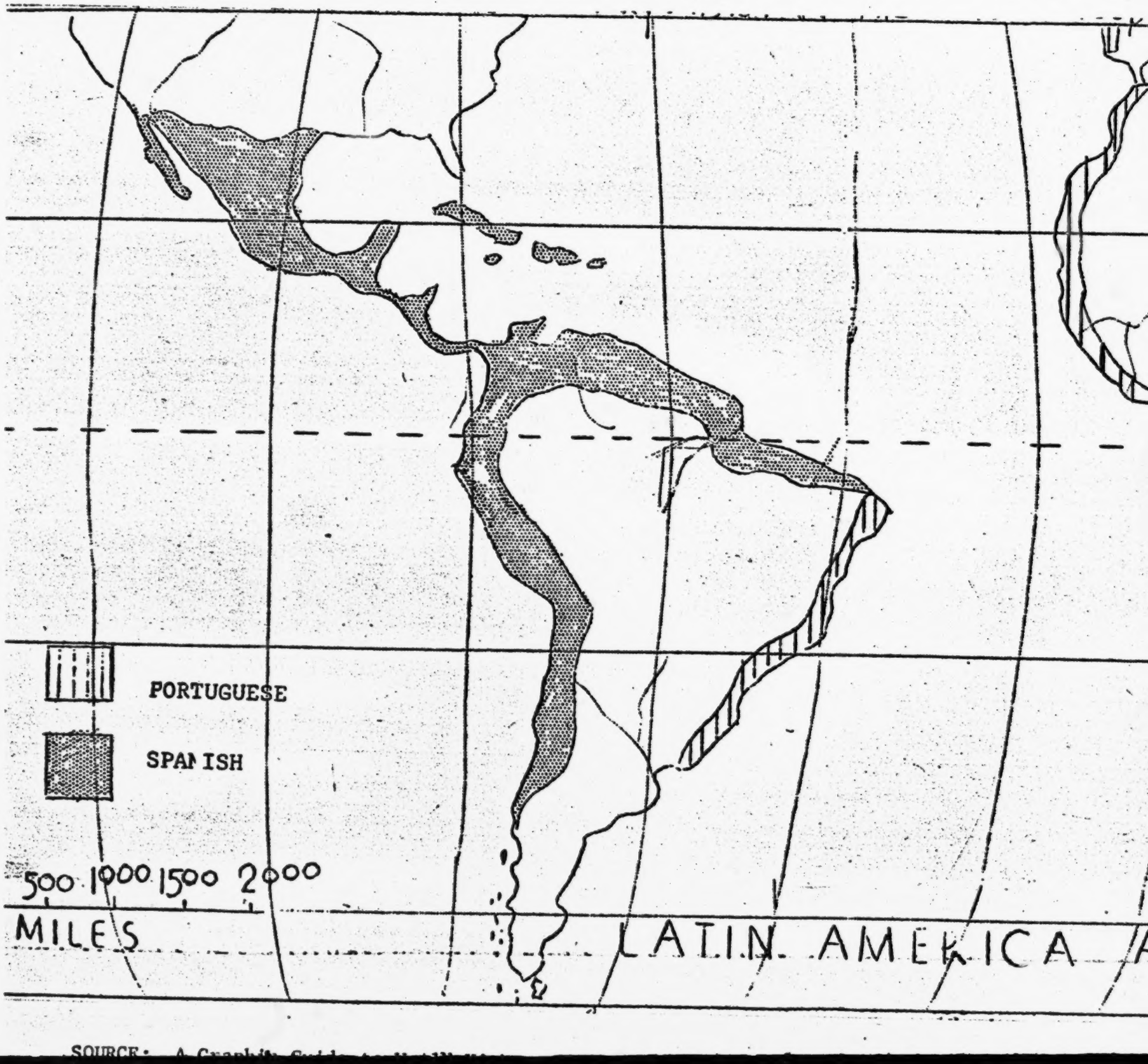
M. MAP OF OVERSEAS EXPANSION OF THE IBERIAN PEOPLES - 1750-



SOURCE: A Graphic Guide

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EXPANSION OF THE IBERIAN PEOPLES - 1750-1800

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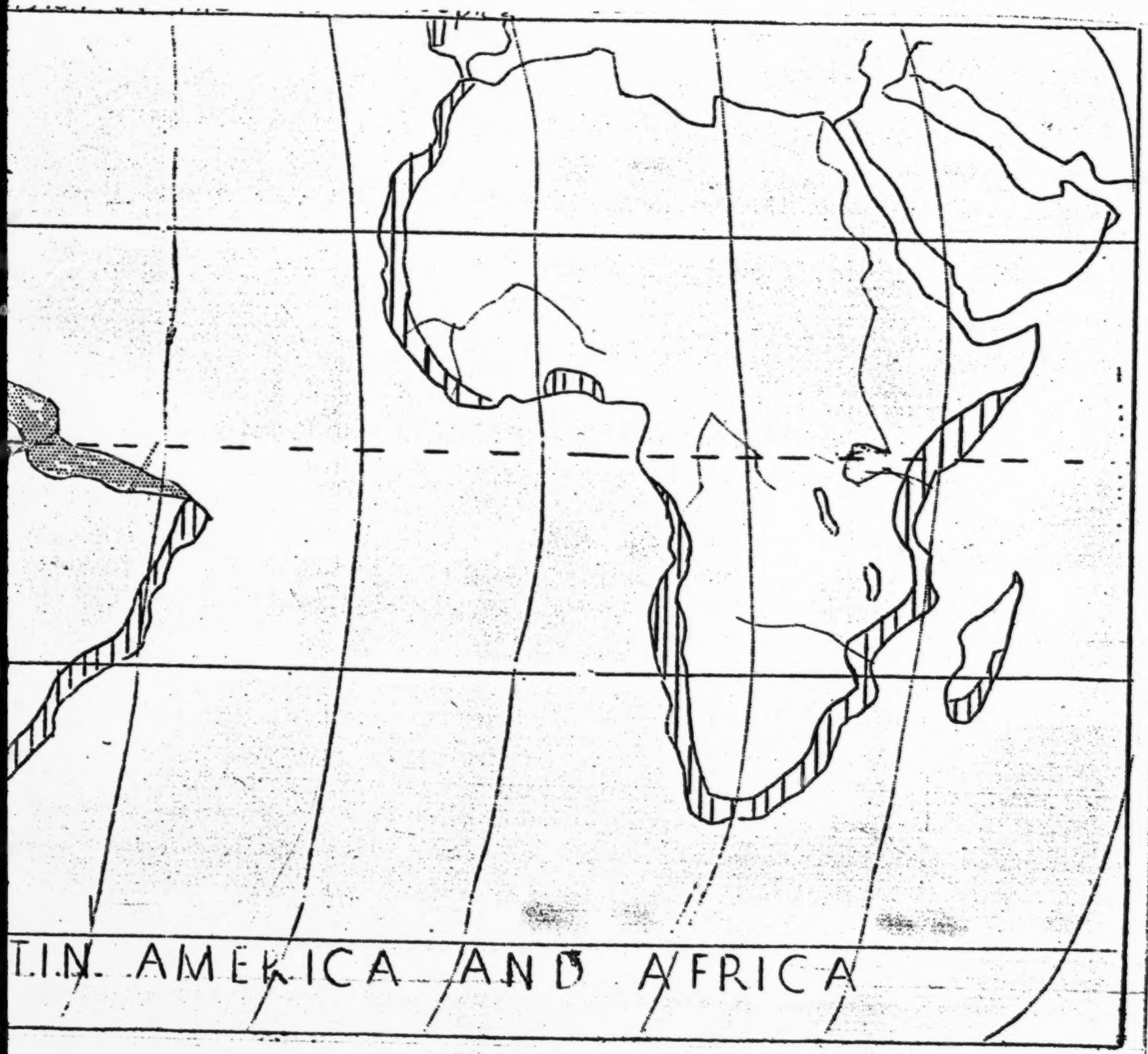

, Holt, Rinehart, Winston